

1 talked to people from United Way. We talked to the American
2 Red Cross. We talked to a series of other groups and since
3 they work with a whole bunch of other satellite groups, they
4 would tell us what was affecting the community. So we got
5 ideas, and a lot of times they would even supply guests for
6 us.

7 Q Well, let's try to do this chronologically. For
8 that period of time when you were utilizing the Reading
9 Eagle, could you describe the process by which you
10 determined which issues were most significant?

11 A What we did is I had the master control operators
12 go through the newspapers every day, and cut out different
13 articles that were for our viewing area. They went through
14 it, outline it, underlined it, and then we took a group of
15 it, a bunch of the newspaper articles together and either
16 when we -- we basically would go through it as a group, pick
17 out different things, and then sometimes we would ask other
18 people in the community what they thought about it, or we'd
19 get faxes or we'd get calls. We would try to correlate the
20 articles with different things that we would be getting with
21 everything else and try to come up with good story ideas.

22 Q For that period of time, what kind of records do
23 you have that would document what it is that you have been
24 telling us about?

25 A There are a lot of newspaper articles and there

1 are notes on things, and you might find in the ascertainment
2 different sections of the questionnaires. But I know
3 everything isn't in that. We basically -- it was a group
4 effort type thing. So some of the records were not put into
5 the ascertainment.

6 Q Well, does such a record exist today?

7 A I couldn't find anything. I couldn't find
8 anything for that time period. That's almost 10 years ago.

9 Q Right. You indicated that you started to send
10 forms out to various organizations?

11 A Yeah, we call on the phone and sent forms out.

12 Q Do you have a record of those forms?

13 A I have -- there are some of them in the
14 ascertainment files, the ones that were sent -- that were
15 photocopied and sent down to here. So we do have some
16 records of some of those forms.

17 Q I may have missed something here in this big
18 collection.

19 A It would be in the ascertainment. It would be in
20 our ascertainment. We sent all the ascertainment that the
21 station has, all our different files of ascertainment got
22 photocopied and sent down for the hearing.

23 Q All right. Could you point me to a particular
24 exhibit?

25 A No.

1 Q Now, during the period of time when the newspaper
2 articles were being referenced, who were the people who were
3 involved in reviewing the newspaper articles?

4 A It would be all of our master control operators
5 who were working different shifts. So we could get the
6 names from the logs of the people who were working those
7 shifts. That was part of their duty to go through the logs,
8 I mean go through the newspaper, and cut out different
9 articles. It was basically added on to their duties.

10 Q So in other words, with respect to the 1989 logs
11 that we have here, the names of the people who appear as
12 master control operators were the persons who were reviewing
13 newspaper articles?

14 A Yes.

15 Q Now, who oversaw the efforts that these, you know,
16 people were making to decide, you know, what issues were
17 significant?

18 A In the first year, it was Ralph Tobias, and we
19 used those basically for our man on the street. It was
20 called "Street Wise," interview type things. George
21 Mattmiller was very instrumental in getting the forms going
22 and going over the newspapers also. There was a series of
23 them.

24 Like I'd collect them. I would also enter them
25 into ascertainment, and then we'd go through them. Several

1 different people would go through the newspaper articles.

2 Q Is what you are telling me that the "Street Wise
3 Program" was a program that directly responded to what you
4 determined to be the significant interest in the community
5 through your ascertainment efforts?

6 A Yes. For ascertainment, yes, definitely.

7 Q Were there any problems during that period other
8 than "Street Wise" that --

9 A Well, that was for '89, "Street Wise." "In Touch
10 Program," community outreach, some of the elderly type -- we
11 had a lot of response from -- because of our programs, we
12 had a lot of response from some of the elderly
13 organizations, and we talked to several different groups,
14 and a lot of the elderly shows, they would say that part of
15 the problem was they didn't get meals, so we would have
16 Meals on Wheels in. And several, you know, several
17 different things like that, so we would try to accommodate
18 different organizations.

19 Q Now, would it be accurate to say that the general
20 description of the station's programmatic responses to
21 ascertain needs that appear on pages 2 through 8 of your
22 testimony, that's Exhibit 8, I believe, if you want to take
23 a look at that.

24 A Yes.

25 JUDGE SIPPEL: Let's go off the record for just a

1 minute.

2 MR. SHOOK: Pages 2 through 8.

3 THE WITNESS: Pages 2 through 8.

4 You would like to know -- what would you like to
5 know now?

6 BY MR. SHOOK:

7 Q Well, I'm asking a general question at this point.
8 Would it be accurate to say that a general description of
9 the station's programmatic responses to ascertain needs
10 appear on pages 2 through 8 of your testimony which is
11 Exhibit 8.

12 A Oh, definitely. Definitely.

13 Q Is there anything relative to that aspect of your
14 testimony that you at this point would want to change,
15 delete or add?

16 It's a broad question so take your time.

17 A Yeah. Yeah.

18 I think the only thing I would probably like to
19 add is as far as ascertainment is that we took everything
20 that we could possibly get our hands on as far as magazines,
21 newspapers, mailings from different communities, school
22 programs, anything we could, and we tried to use as much as
23 we could to try to ascertain what the community needed, and
24 we did talk to a lot of government, political and as many of
25 the different figures or figure heads in the community that

1 we could.

2 Q Now, was this consistent throughout the 1989
3 through 1994 period or did it change?

4 A The newspapers weren't as consistent, but as far
5 as going out into the community we were always going out
6 into the community. We have one of the representatives
7 around the block. We constantly were in touch with the
8 community and representatives from the community.

9 So I mean, the newspapers, we probably -- if you
10 look in the ascertainment, probably didn't do the whole way
11 through. But as far as like the faxes, getting the
12 information, talking to different community leaders, we did
13 that pretty much the whole way through.

14 Q I'm going to ask you some questions about the
15 programs themselves that are listed here. So if you could
16 please first refer to page 2 of your testimony, Exhibit 8.

17 A Mm-hmm.

18 Q Now, as I understand it, "News to You" were
19 generally two to three minutes in length?

20 A That's correct.

21 Q And who determined whether "News to You" programs
22 actually addressed any ascertained community needs?

23 A There was actually several of us who would look at
24 the tapes. First of all, we'd see if they had good quality,
25 if it was something that would pertain to what we know of

1 our makeup of our audience and the community around us. It
2 was basically look -- take it with what we had from
3 ascertainment, and other stories or things that we know are
4 going on in the community.

5 Okay, like where it says here, "Consumer issues."
6 We used information we got from a "News to You Consumer
7 Issues," and we had someone from Philadelphia come in and
8 talk about consumer safety, so we tried to correlate
9 everything together.

10 And so maybe we got a new speed on consumer
11 issues. We might use that and running that about the same
12 time we might run something else. We tried to correlate it
13 with other information we got from the community as much as
14 possible. But there was a group of us who usually looked at
15 the tapes.

16 Q When you say "look at the tapes," are you
17 referring to a tape that was sent to the station?

18 A A lot of time it was stuff we got off satellite
19 feeds, like we'd get different satellite companies would
20 send information down, and we'd have like a whole list, and
21 we'd pick different things that we thought pertained to our
22 area, and we'd get a whole bunch of them down. Then we
23 would go through the tapes and see if there is anything we
24 could use or not use, and that kind of information.

25 Q Were you soliciting this information or did it

1 generally come in unsolicited?

2 A A lot of times we would have to call them up
3 because unless -- we weren't the major market, so I'd go
4 through magazines, get different numbers, and call them up
5 and say, "I'm looking for something to fit elderly, teens
6 and different groups like that," and on the satellite feeds
7 it would say what audience it's aiming at.

8 So then I could go through and I'd know, well, I
9 want all of these recorded by the MCO operator. They would
10 record all these different feeds. Then I would go through
11 them all, so it was like a whole series of events that
12 happened with this.

13 Q Now, was it generally one organization that was
14 supplying news to you, programs to you, or was it a variety
15 of organizations?

16 A It was a variety, a large variety. DWJ, Media
17 Link, AARP, I can't think of them all right now, but those
18 are -- a lot of them, like AARP, they would send us a lot of
19 things that we could use for elderly reports, if we need to,
20 or if we -- or for any of the "News to You," we could use
21 for any of the elderly topics.

22 Q Yes, my focus right at this point is on the "News
23 to You" programs. We'll get to the other ones.

24 A Yes.

25 Q Did you have a contractual relationship with --

1 A No.

2 Q -- any of these entities.

3 A No.

4 JUDGE SIPPEL: Well, let him finish his question.

5 BY MR. SHOOK:

6 Q I'd like to move on to "In Touch."

7 A Mm-hmm.

8 Q Who determined whether the "In Touch" programs
9 responded to ascertain needs?

10 A With the "In Touch" programs, basically we got the
11 same thing from the ascertainment, and a lot of the mailings
12 and a lot of the information that came into the station. It
13 was basically through the same group of ascertainment: new
14 studies in multiple sclerosis, new this, this or this. We
15 tried to do with what we knew of the community and what we
16 found out about the community.

17 Q What, if anything, really distinguished "News to
18 You" and "In Touch"?

19 A We shot "In Touch" completely in the studio with a
20 host.

21 Q A host who was an employee of Reading?

22 A We had a couple during that time period. We had
23 an elderly -- we had a couple during that time period. So
24 not all them -- not all of them were employees. Some were
25 volunteers, some of them -- it all depended on the

1 situation. I mean we had several.

2 Q Now, was there any particular reason why "News to
3 You" was limited to two to three minutes per segment?

4 A Yeah. We were --

5 Q And what was that?

6 A We were a Home Shopping Club affiliate, and our
7 break periods, they have five-minute break and a they have a
8 two-minute break. Five minutes in the first half-hour; two
9 minutes in the other half-hour, and then they will put some
10 of their promos. But basically with the time frame, that
11 gave us about three minutes for that kind of talk type show,
12 between two and three minutes.

13 Q What options, if any, are you aware of for
14 expanding that two to three, or that five-minute break
15 period that you were referring to?

16 A I really wouldn't know.

17 Q Do you know who would?

18 A It would have to have been the management, the
19 upper management at that time period. All I know is that is
20 what was given to me.

21 Q Now, with respect to "Health Beat" or "Health
22 Report," who determined whether any particular programs of
23 those responded to ascertain needs?

24 A A lot of times some of our local community groups
25 from the American Red Cross to maybe one of the local

1 hospital groups, a lot of time they would say there is
2 somebody interesting coming to the area, or the latest in
3 studies or that kind of thing. So we'd get a lot of
4 information in at the station. And a lot of different
5 groups would say, "Well, you know, this person is really
6 good." I mean, we work with the Multiple Sclerosis, the
7 March of Dimes, and a lot of different groups we work with
8 year round. And so if there is something -- you know,
9 someone new or an important speaker or someone like that
10 coming to the area, or someone we can interview, we can set
11 it up like that.

12 Q That's alright. I can't say that word here.

13 All right, we already talked a little bit about
14 "Street Wise." Community outreach programs, who determined
15 whether any of those programs responded to ascertain needs?

16 A Basically from the ascertainment. I basically --
17 the community outreaches, I set up most of these.

18 Q You did?

19 A Yeah. And I'd get the information from, you know,
20 different ascertainment we have, all the different
21 information we got at the station from the community.

22 Q Let's move on to the next page, page 3. "Take
23 Three," who determined whether "Take Three" responded to
24 ascertain needs?

25 A Well, "Take Three" was a unique program. It had,

1 it was basically shot by teenagers we trained, different
2 high school. And we had students from about four or five
3 different high schools in the area, and they will come --
4 and we also had some advisors from their to-be partners, and
5 we brought them into the studio, and we went and we'd take
6 the cameras out and shoot with them. We tried them how to
7 be a host, and everything else.

8 So basically a lot of the ideas were their
9 combined effort, so it was combined from their advisors,
10 from us leading them to the students own ideas of, like
11 "Prom Promise" was a really good one that they did, and they
12 got heavily -- you know, that was going on through all the
13 schools at the time period. They were trying to get kids to
14 sign the Prom Promise. So that was a unanimous type story.
15 So that's how we got a lot of those ideas, from the students
16 themselves.

17 Q Are you aware of how this relationship developed
18 between the station and the schools?

19 A Yes. It basically developed from --

20 Q Could you describe it, please?

21 A What?

22 Q Could you describe it, please?

23 A One of our volunteers at the time, her name was
24 Bobbie Knight, she was a Kuntztown student, she was working
25 at one of the high schools for her internship. And she had

1 suggested it to George Mattmiller and several other people,
2 and we had talked about having a teen program because we
3 were missing that age group, and we thought it was a great
4 idea. And so we talked to other high schools in the area
5 and solicited kids coming in. We asked any kids who wanted
6 to be that when they grew up, if they wanted to come in and,
7 you know, work on it. We had tryouts and that kind of
8 thing.

9 Q Could you put a time frame on this?

10 A How long it's going on? No, I don't know offhand.

11 Q No, about when it started? I mean, did it start
12 before you were at the station?

13 A No. No.

14 Q So did it start some time during the '89 through
15 '94 license term?

16 A Yes, it did.

17 Q Can we pinpoint it any better than that?

18 A I really don't know. I mean, I'm saying '91, but
19 I couldn't guarantee it.

20 Q Now, with respect to the "Elderly Update" or
21 "Elderly Report," who determined whether those programs
22 responded to ascertain needs?

23 A A lot of time it was -- we had a host whose name
24 was Karl Stewart, and he worked with a lot of the local, the
25 local community groups, different elderly groups. And then

1 there was a lot of the church elderly groups, the Jewish
2 Community Center, elderly groups. There is a whole series
3 of elderly groups, and he got ideas from those different
4 organizations.

5 Q And what relationship did Mr. Stewart have with
6 the station?

7 A He was a host. Basically he just came in and
8 hosted once a week a different show.

9 Q He was a volunteer or --

10 A No, he was paid.

11 Q Paid employee?

12 A Yes. A free lance.

13 Q Right. In that sense I don't -- I mean, he could
14 be an independent contractor, I suppose --

15 A Right.

16 Q -- from a tax standpoint.

17 A Right.

18 Q But he was somebody who had a contractual
19 relationship with the station?

20 A Right.

21 Q And did this work on behalf of the station?

22 A Oh, yes.

23 Q "Kids Corner," who determined whether any of the
24 "Kids Corner" programs responded to ascertain needs?

25 A "Kids Corner," we got from the ascertainment when

1 we went to different schools. Every quarter probably -- I'm
2 not even sure of the exact date it started, but we
3 constantly went into the schools and talked about careers in
4 the schools, and at the same time we would get ascertainment
5 from the students we were talking to about for careers.

6 So we would get the ascertainment from the kids.
7 We would get them from different organizations. We might
8 have a -- like "Captain Noah," I mean he was an ascertain,
9 but he came and talked to kids about his TV program. So I
10 mean, there is different things like that. So I mean --

11 Q Why don't you enlighten me a little bit about who
12 Captain Noah is?

13 A Oh, he's a -- he's a famous kids show host, and he
14 retired and wrote a book about his experience in TV and how
15 children in TV and the effects and that kind of thing. And
16 he came and talked, basically talked to the kids about TV
17 things, and we had a group of kids in.

18 So I mean, sometimes we will do things a little
19 bit lighter, and then sometimes we did things that on
20 recycling we'd have a recycling globe guide in, and so we
21 would do anything from educational to entertainment to going
22 to the school groups themselves, even to having the kids
23 come in and sing one of the songs. We did a Hanukkah song.
24 So it's a -- you know, we try to get as much into the
25 community as we can with that show.

1 Q With respect to "For the People," first of all,
2 could you describe it a little bit, in a little bit more
3 detail than what appears on page 3 of your exhibit?

4 A "For the People" was a two-to-three-minute type
5 political show, and it talked about things that were going
6 on in the community at the time, from things that were
7 important for taxpayers to what was going on in the
8 legislative house to new chip programs to -- and we had
9 different candidates -- not candidates, but different
10 officials that were in office and we would have the mayor
11 in. Sometimes the mayor was the host sometimes. We had
12 other people who were on the station would act as hosts.
13 There was a whole series of different political-community
14 type questions.

15 Q "The Informative Moment," who determined whether
16 any of those programs responded to ascertain needs?

17 A "Informative Moment," we used a lot of the same
18 organizations we used for community outreach, but we got
19 Spanish personnel to talk about, like if they were with the
20 United Way, they would talk about different things that
21 United Way did; neighborhood housing, we talked about
22 different things, but in Spanish. And we had a volunteer
23 from one of the local high schools. He started there. He
24 spoke Spanish and is very fluent in both languages, so he
25 could talk -- you know, get everything written out that we

1 needed and also he would do the ascertainment work.

2 Q "Around our Town," who determined whether any of
3 those programs responded to ascertain needs?

4 A "Around our Town" basically was more of a
5 community oriented type show. It showed things that were
6 going on, like more fun things that were going on in the
7 community. So like Scenic River Days involved everyone in
8 Berks County coming to have a type of festival type thing
9 with whatever was going on. St. Joseph's Hospital Day
10 showed healthy tips, and it was basically a little bit more
11 lighter, fun type story.

12 Q Now, with respect to the -- I'll ask the question
13 generally and then if necessary, I'll go back through
14 this list of programs again.

15 A Okay.

16 Q Are you aware of how it was determined that these
17 programs would be scheduled?

18 A It went from the traffic department. I do know,
19 as far as the children's went --

20 Q We haven't gotten to those yet.

21 A Okay.

22 Q Let's save that for a different --

23 A How things were scheduled?

24 Q Yes, ma'am.

25 A When we completed a project, we had certain papers

1 we filled out. We would put down what the program was and
2 it was predetermined by the person who is working
3 programming when was the best time for that to run, so I
4 basically just put down the information, and then they
5 determined when it was going to -- you know, when it was
6 airing.

7 Q Let me ask about the specific categories of
8 programs, at the risk of putting everybody to sleep, but I
9 see no better way here.

10 With respect to the "News to You" program, are you
11 aware of how it was determined that that program --

12 A I think that was --

13 Q -- would fit into a particular --

14 JUDGE SIPPEL: Let him finish. Let him finish.
15 Go ahead.

16 BY MR. SHOOK:

17 Q -- would fit into a particular spot?

18 A I think that show was basically put into the
19 rotation, ROS, so it didn't have a specific spot that that
20 was put into.

21 Q A number of people probably understand implicitly
22 what ROS means, but for the record if you could amplify on
23 what you are referring to there.

24 A It was put in -- PSAs usually ran from -- as much
25 as we could -- from -- ROS is just going through the general

1 schedule, the general rotation. It was one that would just
2 go into the rotation of the break schedules, so there wasn't
3 a specific time. It would be up to the traffic person where
4 she was going to put it.

5 Q Well, in other words, if a "News to You" program
6 could appear one week roughly at 8:00 in the morning, and
7 then the next week, depending on what was happening with the
8 schedule, it could appear before 10:00 in the morning; is
9 that what you are telling me?

10 A Yes, it usually ran about twice a day. Yes, go at
11 different times all the time so the same audience wouldn't
12 see it, so it usually rotated through the weeks.

13 Q What you said there suggests that there was some
14 conscious decision to put it in different time slots in
15 order to reach different people?

16 A See, this went through the traffic, and we
17 basically just gave the information, and then it -- however
18 she rotated it through the system. But I am aware that it
19 rotated because he wasn't in the same time block every day.
20 I know I didn't answer completely.

21 Q Well, with respect to a program like "News to
22 You," how would the viewing audience be made aware that
23 "News to You" was going to be aired at a particular time?

24 A They weren't. It was one -- it just -- they
25 weren't. It wasn't that kind of a program that you would

1 turn to it all the time. It had opening music that the
2 audience if they watched enough they knew that's what was
3 coming up, but it was just like if you watch on regular
4 channels, you might have a news brief come up, and those
5 aren't regularly scheduled things. It's something that just
6 comes, you know, ABC, CBS, everybody does it. They will
7 bring up, "Oh, this is a brief news brief," and it's not
8 something you normally see at that time. It's not -- it's
9 something that they do some time throughout the day if there
10 is something going on.

11 Q Would the station interrupt its regular
12 programming for any breaking news or feature?

13 A Oh, breaking. Basically just EAS information.

14 Q And spell that out. I know what you mean.

15 A Emergency Alert Systems, or EBS at that time.

16 Q Now, how was the potential viewing audience
17 alerted to or made aware of when a "News to You" was going
18 to be aired?

19 A They weren't.

20 Q Now, would that be the case for all the programs
21 that are mentioned? It's paragraph three, subparagraphs (a)
22 through (k).

23 A I believe -- I can't be 100 percent sure. I
24 believe "In Touch" had certain time periods, the "In Touch"
25 program, and I believe "Community Outreach" did, and know

1 the weather did and --

2 Q Well, I haven't gotten to the weather yet.

3 A Oh, okay. I thought that was on that page you
4 just listed.

5 There were certain ones that did have specific
6 times, and there were certain ones that only ran during
7 certain times, but I can't give the specifics of it.

8 Q Well, now, you mentioned "In Touch". Did the "In
9 Touch" appear in any schedule that it was going to be aired
10 at a particular time?

11 A No.

12 Q But it was the station's practice to air it
13 roughly in the same time period?

14 A I really can't give a definite answer right now.
15 I believe so, but --

16 Q I'm just trying to determine whether there was any
17 one of these programs that somebody who wanted to watch it
18 would have an idea beforehand when it was coming.

19 A No, unless they received times from us. Unless
20 they received times from us.

21 Q The people who actually were part of the program?

22 A We would have people call up, an organization.

23 Q So you could tell them over the telephone that a
24 particular program --

25 A Yes.

1 Q And I'm referring to these programs was going to
2 air at a particular time.

3 A Right. Right.

4 Q Did you have a listing in a TV section of a
5 newspaper?

6 A No, we didn't.

7 Q Did you have a listing in magazines such as TV
8 Guide?

9 A For these programs, you're asking?

10 Q Well, right, for these programs.

11 A No.

12 Q Then did you have a listing in the TV section of
13 the newspaper for your programming in general?

14 A For Home Shopping Club?

15 Q Yes.

16 A Just that it be a general listing and it goes
17 straight across the line. It didn't --

18 Q So, in other words, if I am, you know, a casual
19 visitor to Reading and I want to turn on the TV and find out
20 what's going on, and I look beforehand to see what's going
21 to air on Channel 51, the only thing I'm going to see is
22 Home Shopping Network?

23 A That's correct.

24 Q Okay, moving on to paragraph four, which begins on
25 page 3, and extends to page 6, what difference, if any, is

1 there to the community calendar identification that appears
2 on page 4 at subparagraph (a) and community outreach?

3 A With the community calendar in general and
4 community outreach the difference is what you're asking?

5 Q Right, what difference is there?

6 A The difference is that it's local community events
7 from churches to bazaars from school groups, plays, and it's
8 basically who, what, when or where type of screen with a
9 voice-over, and we just read down the list and told exactly
10 what was going on in the community, and that ran several
11 times a day, and we would update it every week or change
12 things half way through the week, depending on what was
13 running.

14 Q And community outreach was something a little bit
15 different?

16 A Community outreach was a talk show format. It
17 usually had a host with three or four questions.

18 Q Now, what about "Spotlight 51," "Postscript" and
19 "In the Community Interest," are they basically the same
20 kind of thing as community calendar?

21 A Yeah. Community Calendar replaced "Spotlight 51,"
22 "Postscript" and "Community Interests" were 30 seconds on
23 one organization, if they had a lot of phone numbers, a lot
24 of information or tickets or that kind of thing.

25 Q Now, you include weather under the category of

1 PSA. Could you describe for us how it is that the station
2 informed its viewers about the local weather?

3 A We didn't inform the viewers but we had it on
4 normally at the same time every day, so it was like an
5 expected type thing. If somebody watched the programming,
6 normally you knew that at the top of the hour or at 10 of or
7 something like that the weather came on.

8 Q Now, how much prior to the airing of the -- it was
9 on tape, was it not?

10 A Yes.

11 Q How much prior to the airing of the tape was the
12 video taping down?

13 A It was usually the overnight person. They did it
14 around 5:00 in the morning, and I believe it started running
15 the first time six or seven, and then the evening weather
16 was updated some time before the first airing. It was
17 basically CIRON-generated type. So we didn't have a lot of
18 persons -- I'm sorry. Graphics.

19 Q Please explain that. Please explain that to me.

20 A It was graphics with like today's weather or this
21 evening's weather, tomorrow's weather, and an extended
22 forecast. And we had a weather service that we could call
23 and update the information. We put it on different graphics
24 with the information, and with music, and it was basically a
25 30 seconds that it came up, told what's -- you know, what's

1 going on, and that's it.

2 Q What would generally be the longest time period
3 between the time of taping and the last airing of the
4 segment?

5 A It would be about four hours, something like that.

6 Q So that would generally be the most stale that the
7 information would be?

8 A Actually, at around four or five in the morning,
9 then they ran six, seven, eight and nine, or something like
10 that. So yeah, that's probably about.

11 Q And then the weather would be -- the weather
12 report would be updated again some time that early
13 afternoon?

14 A When then were doing the evening weather too.

15 Q The evening weather?

16 A Yes. Yes.

17 Q And that updating would take place approximately
18 when?

19 A Some time before it first aired, around one - two
20 o'clock in the afternoon.

21 Q I think you have already explained about the
22 Humane Society Pets of the Week.

23 With respect to "Have You Seen Me," what was that
24 all about?

25 A "Have You Seen Me" is from an organization in

1 Allentown. It's for missing children. They basically every
2 other week or every week, depending on how many children
3 they have, send us pictures with information about the
4 children missing. We put together a 60-second tape with
5 information about the child and who to call if there is
6 some, you know, if they find the kids or that kind of thing.
7 But she constantly -- this has been going on for years and
8 years and years, but we try to update it constantly, and
9 just basically -- we put four to six kids on every other
10 week or every week.

11 Q So there would be one "Have You Seen Me" that
12 would include these four to six children, and that would be
13 run for about a week?

14 A Right.

15 Q And then you would get a new group of children --

16 A Right. Correct.

17 Q -- for the next "Have You Seen Me"?

18 A Mm-hmm.

19 Q "Crime Stoppers," what was that all about?

20 A "Crime Stoppers" was from Harrisburg, The
21 Pennsylvania Crime Stoppers Committee. They send a little
22 slide with what the guy did, two pictures. And you know
23 like if you find this guy or see this guy for a reward, call
24 this number.

25 Q How often would that be updated?

1 A They send one every week, so we update it every
2 week.

3 Q I'd like to go to the children's programming that
4 appears on page 8 under 5(b).

5 A Okay.

6 Q Now, would a program -- first of all, could you
7 describe for me what the program "Go For It" was?

8 A I can't remember.

9 Q That's okay. I'm going to be asking other people
10 the same question.

11 A Okay, good. Okay.

12 Q But at least with respect to that program, you may
13 not remember the specifics of the program itself, but
14 perhaps you know this, whether that program was scheduled at
15 a particular time.

16 A Yes. Yes. Once we had to have children's
17 programming, we made sure for the whole quarter that the
18 programming that was supposed to run during that time period
19 did run. I really can't remember what "Go For It" is, but
20 yeah, all our children was usually in a block, a block type
21 format.

22 "Children's Room," I believe, ran right before the
23 kids were going to school, and I think when they came home
24 from school. We tried to correlate it with like when they
25 were leaving for school bus or when they were coming back,

1 and we tried to work certain hours that we know that kids
2 would be available. But we tried -- we worked on block
3 timing for the children's programming.

4 Q Well, were these programs run once a week or were
5 they run more often than this?

6 A "Children's Room" was run almost every day for a
7 time period. I mean, everything was different different
8 quarters as far -- I mean, different years. So you would
9 have to look at that year to find out, and I don't know
10 offhand. But I know for awhile the "Children's Room" was
11 run every morning.

12 Q Now, why was that the case that the scheduling
13 seemed to bounce around?

14 A Contracts of the programs, like "Widget" had 24-
15 week episodes. "Twinkle," the same thing. It all depended
16 on -- you know, it depended on the program. But usually it
17 was at least a year or something like that, and that would
18 be like the running of that show. We had "Madison
19 Adventures" and we has several different children's
20 programs.

21 Q In other words, there might be one or more
22 programs that don't appear --

23 A You know what, "Madison," i think, came the end of
24 '94.

25 Q Okay.

1 A You can scratch that.

2 Q With respect to the programs that are listed here,
3 if I and my child wanted to watch a particular program,
4 would we be able to refer to a newspaper or TV guide listing
5 of some kind and know when it was going to come on?

6 A These were listed in the TV guide, and they were
7 listed on the local cables on their information. These
8 programs were --

9 Q Did they appear in the newspaper?

10 A Yeah, sometimes. Yeah. Yeah, sometimes, but they
11 didn't have definitions behind them if that's what you're
12 asking.

13 Q No, it's just that instead of "Home Shopping
14 Network" you would have "Twinkle."

15 A Yes.

16 Q And you could look in the newspaper and you could
17 see that "Twinkle" was going to come on at 8:00 --

18 A Right.

19 Q -- on Saturday morning.

20 A Right. Right.

21 Q That was something that the station arranged with
22 the newspaper?

23 A Yes. George Mattmiller, he worked with different
24 medias, different cable companies, and made sure that they
25 were informed of our programming and our programming grids.

1 MR. SHOOK: Your Honor, I may be near the end.
2 Give me a minute to check here.

3 JUDGE SIPPEL: Sure. Let's go off the record
4 while you check your list.

5 (Pause off the record.)

6 JUDGE SIPPEL: Back on the record.

7 Are you finished with programming?

8 MR. SHOOK: I'm finished with the programming
9 questions. I have just one or two other areas --

10 THE WITNESS: Okay.

11 MR. SHOOK: -- just to ask about.

12 BY MR. SHOOK:

13 Q Now, focusing again on the 1989 through 1994
14 license term, are you aware of any special efforts at
15 community outreach made by Reading Broadcasting, Inc.?

16 A Yes. I believe -- let's see.

17 JUDGE SIPPEL: Can we have a definition of that
18 term for the purposes of the question?

19 MR. SHOOK: Well, Your Honor, I'm lifting it
20 from --

21 JUDGE SIPPEL: Maybe the witness can tell us what
22 she thinks it is.

23 MR. SHOOK: Well, I am hopeful that I will get an
24 understanding from it from how she describes what she
25 believes community outreach to be.